

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Review Item:**

Definition for Career Readiness (study session topic)

#### **Applicable Statute or Regulation:**

KRS 158.6453, KRS 158.6451, 703 KAR 5:200

#### **History/Background:**

***Existing Policy.*** Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, outlined significant changes to Kentucky's assessment and accountability program. SB1 requires a new state assessment and accountability system beginning in 2011-2012. The legislation establishes multiple assessment requirements, but charges the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools.

In April 2011, the KBE approved 703 KAR 5:200, Next-Generation Learners as the first component of the state's accountability system. In the category of Readiness for College or Career, the regulation establishes three major indicators of readiness for Kentucky graduates that combine to generate a College/Career Readiness Percentage.

The regulation specifies that the indicators of readiness shall include students meeting:

- (1) the Kentucky Council on Postsecondary Education's Systemwide Benchmarks on the ACT in Reading, English and Mathematics; or
- (2) the Kentucky Council on Postsecondary Education's College Placement Test Benchmarks; or
- (3) the Career Measures as defined by the Kentucky Board of Education.

The first KBE discussion of career measures to define career readiness occurred during the Study Session on December 7, 2010. The Board expressed its desire to increase the number of externally validated career measures. In essence, additional measures will grow the definition of career readiness and provide Kentucky students more opportunities to demonstrate they are college-and career-ready. Specifically, the board discussed adding WorkKeys and the Armed Services Vocational Aptitude Battery (ASVAB) as measures.


During discussion of the Next-Generation Learners regulation at the February 2011 KBE meeting, the definition of career readiness was again part of the conversation. Commissioner Holliday indicated that while college readiness is fairly well-defined, career readiness still needed work. Dr. Ken Talley with the Kentucky Association of Career and Technical Education (KACTE) presented to the KBE and proposed three elements of career readiness to be core academic communication and math skills, employability skills and technical and job specific skills. The KACTE proposal recommended categories of assessment for technical skills, for academic proficiency skills and employability skills as well as portfolio elements that would be

rated with a minimum composite score. Dr. Talley presented the KACTE proposal to the School Curriculum, Assessment and Accountability Council (SCAAC) in January 2011. Following the KBE discussion in February, KACTE revised its Career Readiness in Kentucky proposal. The most recent proposal and accompanying letter are included as Attachment A.

In March, SCAAC continued discussion on the definition of career readiness and reviewed a proposed definition developed by KDE staff. The KDE proposal streamlines the three categories proposed by KACTE (Technical Skills; Academic Proficiency Skills in Communications/Math; and Employability Skills) into two categories Career Ready Academic and Career Ready Technical.

The KDE proposal divides the Career Measures column of the College/Career Readiness Percentage report into two categories, as illustrated in the graphics below. An individual student must meet one requirement in Career Academic and one requirement in Career Technical to be considered career ready.

HIGH SCHOOL GRADUATES COLLEGE/CAREER READINESS PERCENTAGE								
				Indicators of Readiness* Number of Students Meeting Indicator <i>Each student is counted once.</i>			Readiness Calculation Percentages	
Year	Code	School or District Name	Number of Graduates	CPE Systemwide Benchmarks on the ACT	College Placement Tests	Career Measures	Percent	2015 Improvement Goal**
2009	xxxxxx	School A	200	90	n/a	5	48%	75%
2010	xxxxxx	School A	300	100	n/a	30	43%	80%
2009	xxxxxx	School B	200	70	n/a	5	38%	70%
2010	xxxxxx	School B	200	25	n/a	5	15%	60%



Career Academic	Career Technical
ACT WorkKeys	KOSSA
Armed Services Vocational Aptitude Battery (ASVAB)	Industry Certificates

(See Attachment B for description of these measures.)

The KACTE proposal includes as measurements of career readiness the ACT and college placement tests, COMPASS and KYOTE. Student performances on these measures are already included in College/Career Readiness Percentage report in the first two columns under Indicators of Readiness. (See Attachment C for a visual comparison of the two proposals.)

At the June 7 study session, the KBE will hear from both KDE staff and a representative of KACTE on their proposals with an opportunity to ask questions of each. Final approval of a

definition will be requested at the August KBE meeting after more feedback is gathered on each proposal.

**Impact on Getting to Proficiency:**

The new accountability system will establish how schools/districts are held responsible for assuring Kentucky's students are proficient and prepared for success.

**Groups Consulted and Brief Summary of Responses:**

The School Curriculum, Assessment and Accountability Council (SCAAC), District Assessment Coordinators, Educational Cooperatives and other commissioner's advisory groups were consulted. Closing the Achievement Gap, Parents and Principals Advisory Councils have discussed the addition of career measures, specifically WorkKeys and ASVAB. Feedback has been favorable. SCAAC discussed both the KACTE and KDE proposed definitions of career readiness, but did not take formal action. The Local Superintendents Advisory Council will review both proposals at its May 31 meeting and provide feedback to the KBE prior to the June 7 study session. Feedback gained in continuing conversations will be shared with the board.

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**Commissioner of Education**

**Date:**

June 2011